



2018-19 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: Adult Education Program

STATEMENT OF PURPOSE:

- Review and reflect on the support of student learning, with the goal of assessment and improvement of program effectiveness
- Provide a forum for each unit's findings to be included in institutional planning processes
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements
- Collect information that will contribute to institutional assessment and improvement

INSTRUCTIONS: This program review covers the timeframe fall 2017 and spring 2018, inclusive. The planning is identified for spring 2019 and academic year 2019-2020.

I. MISSION

A. State the current program mission

The Adult Education Program's mission is to develop, enhance, and expand programs and services in coordination with regional partners and in support of statewide initiatives in order to address existing service gaps between agencies and increase access to and success in college.

B. The mission of Las Positas College is the following:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

Discuss how the program/service area supports the college mission.

The Adult Education Program helps to expand the inclusiveness of the college by lowering barriers to entry and offering basic skills, career-technical, and retraining programs and services.

C. List the major functions/duties of your unit.

1. Management of adult education related grants and funding sources including but not limited to the Adult Education Program (formerly AEBG), Strong Workforce Program, and Basic Skills Student Outcomes Transformation grant.
2. Develop and maintain effective working relationships with members of the Mid Alameda County Consortium to strengthen pathways between other agencies and the college and to promote college services to prospective students.
3. Provide leadership to the Mid Alameda County Consortium as a member of the Official Representatives group, program area work teams, the senior leadership team, and as the district's liaison to the consortium for the purpose of accountability and compliance with Adult Education Program funding and goals.
4. Gather, interpret, and report data in compliance with AEP data and accountability requirements as well as to contribute to statewide efforts to increase and improve data-driven decision-making about adult education services and students.
5. Track college expenses and gather expense information from Chabot and the District for the purpose of completing annual plan, budgeting, and expense reporting in NOVA.
6. Develop and foster relationships with faculty and administrators of CLPCCD in order to garner support for adult education programs and engagement in the process of non-credit course development and instruction.
7. Engage in ongoing professional development in the field of adult education and disseminate information in order to increase understanding of community college adult education programs and to inform planning and curriculum decisions.

II. GOALS AND OBJECTIVES

A. Since the last Administrative Unit Program Review, what objectives, initiatives, or plans have been achieved and how?

- Faculty participation led to the development of noncredit course outlines and CDCP Certificates submitted to CurricUNET for noncredit ESL (mirrored with credit ESL), noncredit math support courses (mirrored), and Adaptive Horticulture; in addition, outlines for Vocational ESL, an ESL/Communications Studies course, and a noncredit basic skills English course are in development.
- In 2017-18, the Adult Education Program partnered with the Horticulture Department, Community Education, Pleasanton Adult School, and Sunflower Hill Gardens to offer the first Adaptive Horticulture summer internship. Courses in the Adaptive Horticulture sequence serving adults with mild/moderate intellectual disabilities was offered every term.
- The Adult Education Program, together with the BSSOT grant, funded an embedded tutor for LPC's Early Child Development department to support the success of ESL students in the ECD program.

- An AEP funded ESL instructor working with ECD faculty have developed a plan for providing ongoing support to ESL and other students with Basic Skills support in ECD with an IBEST type introductory course.
- The ESL department with support from CTE, the Adult Education Office, and Community Education developed a Vocational ESL course for the wine industry, and a class held at and in partnership with the Livermore Public Library, was offered to Wente Winery employees. The ESL instructors who taught the course were recognized with an Award for Innovation by the college Academic Senate.
- The LPC Outreach Specialist and AE Program Manager have conducted numerous outreach activities at adult schools, and the ESL department hosted Open Houses and application workshops for adult school students; in addition to daytime events, an evening Open House was offered for the first time in SP18.
- The Adult Education office represented the college at all MACC strategic planning and work team meetings and has recruited representatives from Disability Resources, Community Education, Outreach Services, ESL, and Basic Skills to participate in MACC meetings and activities.
- The AE Program Manager has become a leader of the consortium, including in the selection of a new Consortium Director.
- The Adult Education Office worked with district MIS to accomplish AEBG required reporting via TOPSpro Enterprise.
- The Adult Education Program Manager has overseen the implementation of Community Pro Suite, a system for exchanging data among adult education providers statewide which is now being used to measure student progress.
- The AEP served as grant administrator for the Basic Skills Student Outcomes Transformation grant and contributed to organizing and funding professional development activities.

B. Major Goals and Objectives for Spring 2019 and AY 2019-20.

Major Goals and/or Objectives	Start Date	Status: Ongoing, date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)	Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective
1. Provide administrative and funding support for the continuation and institutionalization of BSSOT activities including Professional (<i>On Course</i>), a portion of the Smart Shops series, and the development of noncredit courses growing out of the Smart Shops.	02/2019	05/2019	Need Deans and VPs to encourage faculty participation and support faculty coordinators of these activities (including approving CAH and stipends).	A4. Address the needs of basic skills students. A5. Assist underprepared students. D3. Expand professional development. D4. Opportunities for personnel help each other with PD.
2. Provide leadership to the MACC 3 year planning process.	01/2019	05/2019		B1. Expand K–12 outreach. B3. Develop and strengthen private and public sector partnerships. B4. Publicize the strengths of Las Positas College.
3. Help onboard and integrate new MACC Consortium Director	12/2018	02/2019		B3. Develop and strengthen private and public sector partnerships. B4. Publicize the strengths of Las Positas College.
4. Communicate with CEMC and DEMC to identify process for allocating FTEF for noncredit course offerings.	12/2018	06/2019		D1. Streamline existing processes. D2. Enhance transparency and accountability.
5. Facilitate a process with faculty to arrive at the structure of a new oversight group for Adult Ed Noncredit (Task Force or Committee)	01/2019	03/2019		D1. Streamline existing processes. D2. Enhance transparency and accountability. D3. Expand professional development.

6. Develop a plan to enlist faculty participation in Older Adults and Adults with Disabilities noncredit programs	01/2019	05/2019		A1. Address educational needs of a diverse student pop./workforce. A2. Support new programs. A3. Create accessible class schedules and supportive services. A4. Address basic skills needs. A5. Assist underprepared students. A6. Focus on workforce readiness. B2. Update programs to serve workforce needs.
7. Serve as liaison between the district office and the MACC Consortium, including preparing and entering data on annual plan, budget, and quarterly expenses in NOVA	11/2018	Ongoing		B1. Expand K–12 outreach (Adult Schools). B3. ...strengthen private and public sector partnerships. C1. Strengthen financial stability. C2. Build infrastructure to support and implement grants.

III. PROGRAM ASSESSMENT VIA ADMINISTRATIVE OFFICES USER SURVEY (please fill out this section only if your program was listed in the survey)

A. Program Assessment via the Fall 2018 Administrative Offices User Survey.

What results did you get from the survey?	If applicable, how will you address any challenges identified in the results?	Educational Master Plan Goals or Planning Priorities Linked to How You Will Address the Results.
Positive results: Over 80% of respondents indicated with Very Satisfied or Satisfied with the Adult Education Program. The remainder were neutral; there were no responses of “Dissatisfied.”	n/a	

IV. STAFFING

A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2014	2015	2016	2017	2018	2019-2020	2020-2021
Administration	0	0	1	1	1	1	1
Supervisory							
Classified Staff FT							
Classified Staff PT							1
Confidential Staff FT							
Total Full Time Equivalent Staff						1.0	1.5

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

<p>List Staff Positions Needed for Academic Year <u>2020-2021</u> Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Administrative Assistant <u>Reason:</u> With the growth of the adult education program at LPC and increasing responsibility for regional coordination by the LPC AEP, there will be a need for an administrative assistant.</p>	<p>N</p>	<p>\$28,000</p>	<p>B3.strengthen public sector partnerships. C2. Build infrastructure to support and implement grants</p>

V. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

<p>List the Facilities Need and the Reason</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>N/A – There is no need for dedicated facilities for the Adult Education Program, other than the program office.</p>	

VI. TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

N/A – No Technology and Equipment Needs	Indicate (N) = New or (R) = Replacement	Estimated Annual Total Cost of Ownership	EMP Goals or Planning Priorities Linked to Position
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VII. PROFESSIONAL DEVELOPMENT

Professional Development Needs

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TC			EMP Goals or Planning Priorities Linked to Position
	Cost per item	Number Requested	Total Cost	
1. Attendance at Adult Education related conferences and trainings. <u>Reason:</u> Need to stay abreast of adult education program design and best practices as well as funding opportunities and requirements.	\$1,500	3	\$4,500	D3. Expand professional development. D4. help each other with professional development.